



State of Arizona  
Department of Education

**Tom Horne**

Superintendent of  
Public Instruction

Date: August 1, 2005

Superintendent/Director

«LEA»

«Address» «Suite»

«City», «State» «Zip\_Code»

Subject: Cycle 2 Monitoring

Dear Superintendent/Director;

The No Child Left Behind (NCLB) legislation, effective January 8, 2002, requires that states carry out monitoring and evaluation activities to determine the effectiveness of educational programs that serve the needs of at-risk students and their teachers. The Arizona Department of Education (ADE) has developed a 6-year self-assessment monitoring process in which different requirements will be reviewed in each of the six years. The complete monitoring process includes reviewing policies and procedures, the Local Educational Agency (LEA) Consolidated Plans, applications for funds, completion reports, audit reports, needs assessments, professional development activities, highly qualified personnel requirements, school improvement requirements, innovative programs, services for English Language Learners (ELLs), and Title I provisions as well as some other state and federal programs.

This monitoring process is to ensure that all LEAs are complying with the requirements of NCLB. Each LEA is scheduled to move annually through the 6-year cycle; your LEA has been assigned to Cycle 2 for the 2005-2006 school year. This means that you will use the enclosed Cycle 2 self-assessment checklists (printed on green paper) to review the required components of your NCLB programs and schools to ensure compliance with these requirements. Each item is listed separately so that you can indicate compliance or non-compliance. The completed Statement of Assurance, Cycle 2 checklist forms and Compliance Activities Worksheets along with the requested documentation are then returned to the ADE.

Even though the ADE has implemented an on-going review process, we will be looking at some items only once during the six year process. It is still your responsibility to review and revise, if necessary, your Consolidated Plan and programs at least annually.

Enclosed you will find a checklist for each of the activities for Cycle 2 which are as follows:

- ☐ Title I-A Section 1115 - Targeted Assistance (TA) Schools
- ☐ Title I-A Section 1114 – Schoolwide (SW) Programs
- ☐ Title II-A Professional Development
- ☐ Title I-A Section 1119 Qualifications for Teachers and Paraprofessionals

The process for completing the checklists and worksheets are indicated below:

- ❖ The LEA will give a copy of the Targeted Assistance Schools Worksheet, School TA and SW Worksheet (printed on white paper), and a Cycle 2 Compliance Activities Worksheet to each Title I Targeted Assistance school to complete. The LEA will assign a date for each worksheet to be returned to the NCLB Coordinator for review.
  1. Each Title I Targeted Assistance school will complete the worksheets and return them to the LEA NCLB Coordinator for review along with a copy of it's procedures for identifying eligible students.
  2. The LEA will review the completed worksheets from its Title I Targeted Assistance schools and compile the information on the LEA Targeted Assistance Checklist and the LEA Title I TA and SW Checklist and, if necessary, the Cycle 2 Compliance Activities Worksheet
- ❖ The LEA will give a copy of the Schoolwide Plan Worksheet, School TA and SW Worksheet (printed on white paper), and a Cycle 2 Compliance Activities Worksheet to each Title I Schoolwide school to complete. The LEA will assign a date for each worksheet to be returned to the NCLB Coordinator for review.
  1. Each Title I Schoolwide school will complete the worksheets and return them to the LEA NCLB coordinator for review along with a copy of it's Schoolwide Plan.
  2. The LEA will review the completed worksheets from its Schoolwide Title I schools and compile the information on the LEA Schoolwide Plan Checklist, the LEA Title I TA and SW Checklist and, if necessary, the Cycle 2 Compliance Activities Worksheet.
- ❖ The LEA will complete the Title II-A Professional Development Checklist.
- ❖ The LEA will complete the Qualifications for Teachers and Paraprofessionals Checklist.

Directions for completing the monitoring process:

1. Review each item on the checklist/worksheet.
2. Determine if each item is in compliance **(I)** or out of compliance **(O)**.
3. If the item is present and in compliance, mark the item **I**.
4. If the item is missing or non-compliant, mark the item **O**.
5. For any items marked **O**, the LEA will complete the attached Cycle 2 Compliance Activities Worksheet to indicate how the LEA will bring the item(s) into compliance.
6. If the LEA needs technical assistance in a particular area, complete that section of the Cycle 2 Compliance Activities Worksheet.
7. Once all of the checklists have been completed, please sign the Statement of Assurance verifying that all requirements have been met.

8. Mail all the documentation requested, the Statement of Assurance, and the checklists to ADE by **December 1, 2005**. Retain the white worksheets for your records.

Mail to:

Ms. Bobbie Orlando  
Arizona Department of Education  
1535 W. Jefferson Ave Bin #32  
Phoenix, AZ 85007

Thank you for your assistance in conducting the monitoring of your NCLB programs. If you have any questions or need technical assistance, please contact «Specialist», your assigned specialist, at «Phone» or «Email1».

Sincerely,

Bobbie Orlando  
Monitoring Manager for NCLB Programs  
602-542-4392

CC: NCLB Coordinator  
Specialist  
File

## Definitions:

**PROFESSIONAL DEVELOPMENT** – includes activities that:

- ❑ Improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified;
- ❑ Are an integral part of Schoolwide and district wide educational improvement plans;
- ❑ Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunities to meet the academic standards;
- ❑ Improve classroom management skills;
- ❑ Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and teacher performance;
- ❑ Are not 1-day or short-term workshops or conferences;
- ❑ Support the recruiting, hiring, and training of highly qualified teachers;
- ❑ Advance teacher understanding of effective instructional strategies;
- ❑ Are developed with extensive participation of teachers, principals, parents, and administrators;
- ❑ Are designed to help teachers of limited English proficient children, obtain the knowledge and skills to provide appropriate instruction and support services to those children,
- ❑ Provide training for teachers and principals in the use of technology to be used effectively in classroom instruction;
- ❑ Are regularly evaluated for their impact on increased teacher effectiveness and improved student achievement and to improve the quality of professional development;
- ❑ Provide instruction in methods of teaching children with special needs;
- ❑ Include instruction in the use of data and assessments to inform and instruct classroom practice; and
- ❑ Include instruction in ways to work more effectively with parents.

**HIGHLY QUALIFIED** – The term “highly qualified” (HQ) means the teacher has obtained full State certification as a teacher or for charter schools, the teacher has a bachelor's degree.

An elementary teacher who is new to the profession:

- ❑ holds at least a bachelor's degree and
- ❑ has demonstrated the following by passing the rigorous State test which includes;
  - ✓ subject knowledge;
  - ✓ teaching skills in reading, writing, mathematics; and
  - ✓ other areas of the basic elementary school curriculum.

A middle or secondary school teacher who is new to the profession:

- ❑ holds at least a bachelor's degree and
- ❑ has demonstrated a high level of competency in each of the academic subjects in which the teacher instructs by passing the rigorous State academic subject test:
  - ✓ in each of the academic subjects in which the teacher instructs, or
  - ✓ by successful completion, in each of the academic subjects in which the teacher instructs
    - of an academic major,
    - a graduate degree,
    - coursework equivalent to an undergraduate academic major, or
    - advanced certification or credentialing.

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**Definitions** *continued:*

An elementary, middle and secondary teacher who is not new to the profession:

- ☐ holds at least a bachelor's degree and
- ☐ has met the above standards and
- ☐ has demonstrated competence in all the academic subjects in which the teacher instructs or
- ☐ has met the HOUSSE Rubric.

**CORE ACADEMIC SUBJECTS** – means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.